



U.S. National Library of Medicine

*National Network of Libraries of Medicine
Evaluation Office*

Evaluation Results

**AAHSL/NNLM/MLA Diversity, Equity, and Inclusion
Webinar Series**

2019 - 2020

**Webinar #7: I am Safe Zones: Sticks and Stones
LGBTQIA 101**

May 13th, 2020

Prepared by

Serene Myers, MPH, Evaluation Specialist

National Network of Libraries of Medicine (NNLM) Evaluation Office

University of Washington

Health Sciences Libraries

Seattle, WA 98195-7155

nnlmneo@uw.edu

<http://nnlm.gov/neo>

1. Evaluation Summary

The Pacific Northwest Region Medical Library hosted the seventh of nine webinars, *I am Safe Zones: Sticks and Stones LGBTQIA 101* on May 13th, 2020. The session included content on identifying stereotypes, derogatory terms, and other assumptions for lesbian, gay, bisexual, trans, and heterosexual people.

The session evaluation survey was modified from the existing NNLM training evaluation form to include session-specific learning outcome questions. An evaluation link was provided to the session attendees on May 13th, 2020. As the survey remains open for people seeking Continuing Education (CE) credit, this report included the surveys completed from May 13th, 2020 through May 27th, 2020. A total of 305 people attended the session and 101 surveys were completed with a response rate of 33% percent.

The Survey data were subsequently downloaded from REDCapⁱ and analyzed by the NEO Evaluation Specialist using SPSS version 26.0 for univariate analysis. A paired-sample test was conducted to compare the difference in the respondents' expertise prior to and after taking the session.

2. Background

Diversity, Equity, and Inclusion (DEI): Nine Conversations that Matter to Health Sciences Librarians with Jessica Pettitt is a nine-session webinar series organized by the Association of Academic Health Sciences Libraries (AAHSL), National Network of Libraries of Medicine (NNLM), and the Medical Library Association (MLA). The primary objective of the webinar series is to provide a space for conversations among medical librarians and library staff working in library organizations that are seeking to harness the power of diversity and inclusion. This year-long webinar series offers both internal and external dialogues about similarities and differences and online active learning conversations to increase shared understanding about DEI topics. DEI is a value of the National Library of Medicine (NLM) as stated in the 2017-2027 strategic plan. Both NNLM and the library associations such as the MLA and the AAHSL have also expressed needs for an understanding of DEI.

The titles of the nine sessions for the DEI Webinar Series are:

1. Diversity & Social Justice: A Starting Place (June 19, 2019)
2. Unconscious Bias: Perceptions of Self & Others (August 21, 2019)
3. Being a Better Ally to All (October 16, 2019)
4. Working Across Difference: Making Better Connections (November 13, 2019)
5. That's Not Funny! Or is it? (January 22, 2020)
6. Knowing What You Don't Know: Medical Micro-aggressions (March 18, 2020)
7. I am Safe Zones: Sticks and Stones LGBTQIA 101 (May 13, 2020)
8. I am Safe Zone: Gender This! (July 15, 2020)
9. I am Safe Zone: Messages I Learned (August 12, 2020)

3. Summary of Key Findingsⁱⁱ

- **Primary learning outcomes:** Most of the respondents achieved the primary learning outcomes for the session. Ninety-nine percent of the respondents agreed that they now understand how the gender binary shows up within a US context (n=99, 99%). One hundred percent of respondents strongly or somewhat agreed that they now can improve current workplace conditions and personal conversations to be inclusive and mindful of diverse members, volunteers, participants, and employees (n=100, 100%). All respondents also said they can identify stereotypes, derogatory terms, and other assumptions for lesbian, gay, bisexual, trans, and heterosexual people (n=101, 100%).
- **Meeting expectations of respondents:** Overall, the class exceeded or met the respondents' expectations (Figure 2). Fifty-four percent (n=54, 54%) of the respondents reported that the class exceeded their expectations and 39 percent (n=40, 40%) stated that it met most or all of their expectations. Seven percent (n=7, 7%) of the respondents noted that the class met some of their expectations.
- **Comments about meeting expectations:** A total of 55 respondents (54%) provided comments on how the class did or did not meet the expectations. The most common responses were about having an overall positive experience of the session (n=11, 20%), conversation on biases and stereotypes (n=8, 15%), and the session being interactive (n=8, 15%).
- **Knowledge gain from the session:** Seventy out of 76 respondents (n=70, 92%) reported an increase in their expertise after the session. The average rating of the expertise on a scale of 0 to 100 was 53 prior to taking the session, which increased to 68 after taking the session.
- **Experience with the session:** Nearly all of the respondents somewhat or strongly agreed that the session was engaging (n=101, 100%), the technology used in the session was appropriate and supported their learning (n=99, 100%), and the instructor was knowledgeable and well-prepared (n=101, 100%). Two respondents did not answer the question related to technology.
- **Comments about the presenter** A total of 50 respondents (50%) provided comments that were grouped by theme and the most common themes were overall positive experience (n=22, 44%), knowledge of the instructor (n=20, 40%) and engagement (n=7, 14%).
- **Most helpful part of the session:** Sixty respondents provided comments (n=60, 59%). The respondents reported the most helpful parts of the session to be the main activity/exercise (n=25, 42%), the chats/discussions (n=12, 20%), definitions and terms (n=7, 12%), everything (n=6, 10%), self-reflection/examination (n=5, 8%), the platinum rule (n=4, 7%) and the instructor (n=2, 3%).
- **Areas for improvement:** A total of 44 respondents (n=44, 44%) provided comments. Nine participants reported having no suggestions or thoughts (n=9, 20%), eight suggested improving the way to incorporate participant feedback (n=8, 18%), six reported general satisfaction (n=6, 14%), five provided comments related to definitions (n=5, 11%), and four participants suggested adding time (n=4, 9%) and slowing down (n=4, 9%).

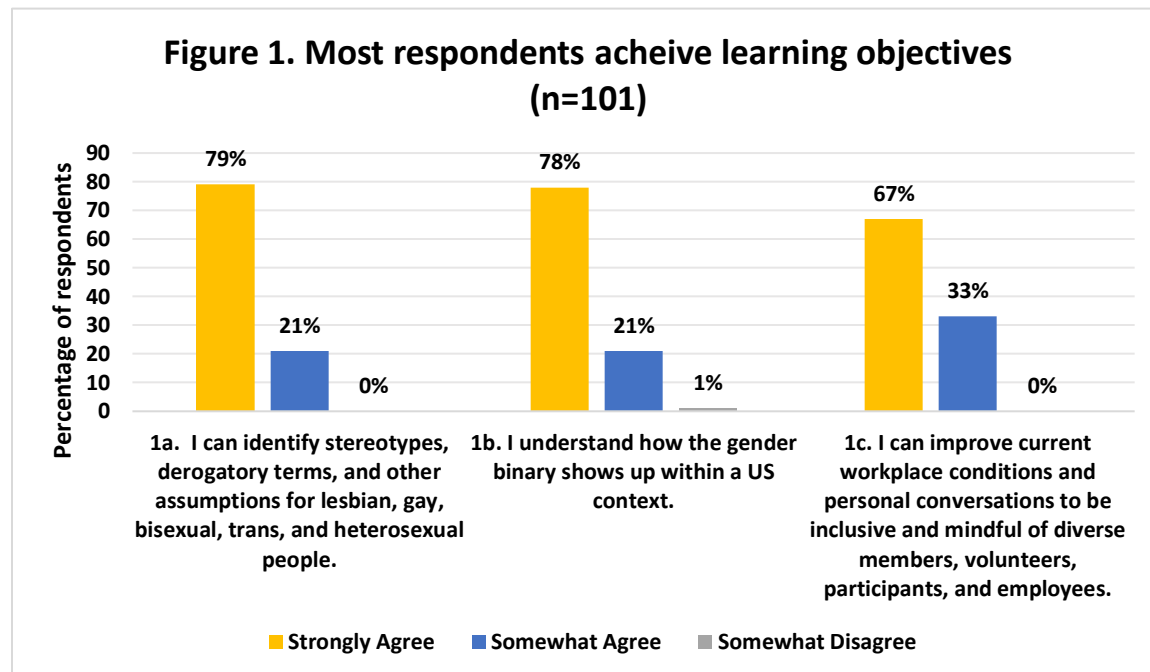
- **Likelihood of recommending the session to a colleague:** Eighty-eight percent of the respondents (n=85, 88%) stated that they would recommend it to a colleague and about 12 percent (n=12, 12%) stated that 'maybe' they would recommend it to a colleague.
- **General comments:** A total of 31 respondents (n=31, 31%) provided comments after excluding one N/A response. Seventeen respondents gave overall positive feedback (n=17, 55%). Twelve respondents reported appreciation for the class (n=12, 39%). Two respondents reported the comments that fell into the 'other' category (n=2, 6%).
- **Medical Library Association (MLA) Continuing Education (CE) credit:** Eighty-seven percent (n=86, 87%) of the respondents wanted to receive Medical Library Association Continuing Education credit.

Survey Results

Q1. The first set of questions is about your experience with the content of the class. To what extent do you agree or disagree with the following statements (n=101)?

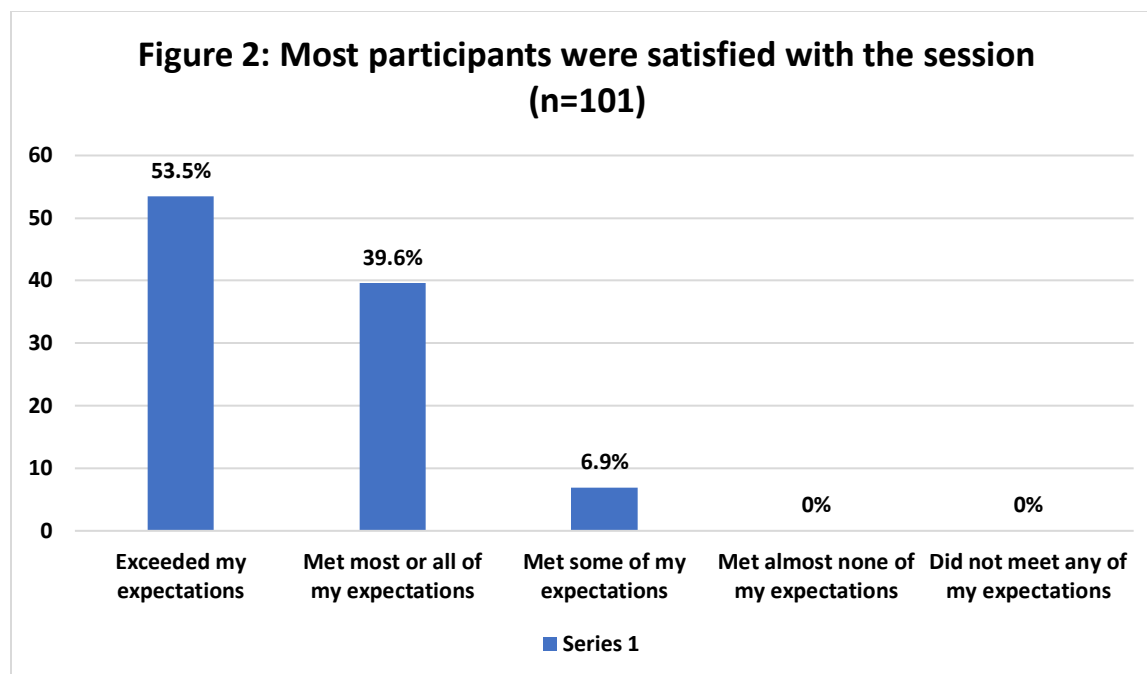
The first set of questions assessed three main learning outcomes of the class. One participant did not answer 1b and 1c. As seen in Figure 1, most respondents strongly or somewhat agreed that:

- Q. 1a. I can identify stereotypes, derogatory terms, and other assumptions for lesbian, gay, bisexual, trans, and heterosexual people (n=101, 100%).
- Q. 1b. I understand how the gender binary shows up within a US context. (n=99, 99%).
- Q. 1c. I can improve current workplace conditions and personal conversations to be inclusive and mindful of diverse members, volunteers, participants, and employees. (n=100, 100%).



Q2. Did the class meet the respondents' expectations (n=101)?

Overall, the class exceeded or met the respondents' expectations (Figure 2). Fifty-four percent (n=54, 54%) of the respondents reported that the class exceeded their expectations and 39 percent (n=40, 40%) stated that it met most or all of their expectations. Seven percent (n=7, 7%) of the respondents noted that the class met some of their expectations.



Q2a. Please describe how the class did or did not meet the expectations (n=55).

A total of 55 respondents (54%) provided comments on how the class did or did not meet the expectations. The comments were related to:

- The respondent had an overall positive experience of the session (n=11, 20%)
- Appreciated conversation on biases and stereotypes (n=8, 15%)
- The session was interactive (n=8, 15%)
- The session was informative (n=5, 9%)
- The session increased awareness/reflection (n=5, 9%)
- The respondent appreciated the discussions (n=5, 9%)
- The presenter was skillful (n=4, 7%)
- Other (n=9, 16%)

An example of 'other' comments includes:

- *"I would have added a 6th column for asexual, as the acronym LGBTQA is in the title of the program."*
- *"Great to have more explanations on each secession/identity with how we can corporate /connect with them without harming their identity/ recognition."*
- *"The people who need to hear this were not here. I don't know how to work with prejudiced, conservative Christians who discriminate, but those are the people in my office."*
- *"I became distracted by reading the Chat section while trying to keep up with the presenter."*

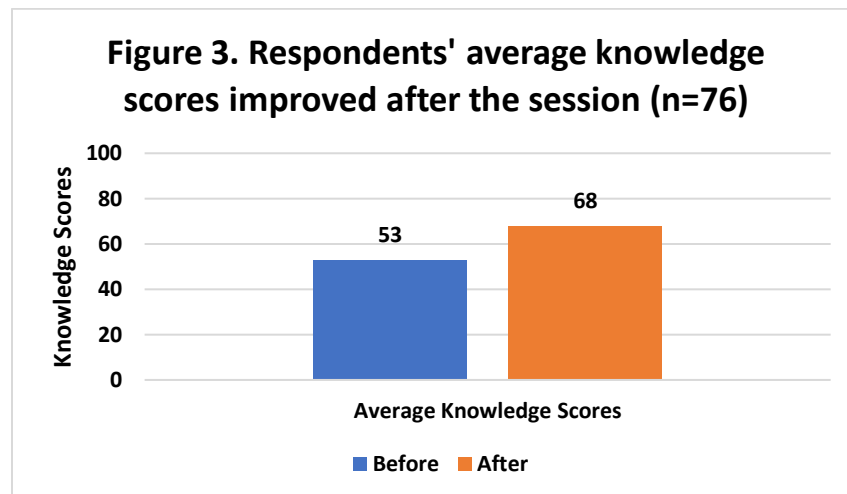
Q3. Please rate your expertise in this subject PRIOR to taking this class (n=81).

The respondents were asked to rate their expertise prior to taking the class on a rating scale that ranged from novice (0), competent (50), to expert (100) on a continuum. The average score for expertise prior to taking this class was 53 and the most common response was 50.

Q4. Please rate your expertise in the class subject NOW (n=90).

The respondents were asked to rate their expertise after taking the class on a rating scale that ranged on the same rating scale as Q3. The average score for expertise after the class was 68. The most common score the respondents reported was 50.

To assess the knowledge gain after the class, the individual ratings from the respondents before taking the class were subtracted from the scores after taking the class. Fourteen respondents were excluded as they did not respond to either Q3 or Q4, resulting in a final sample size of 76 available for comparison. On average, respondents rated their knowledge significantly higher after the session compared with their pre-session ratings ($t(76) = 11.1, p < .001$). Of the seventy-six respondents, 92 percent (n=70) reported knowledge gains as a result of participation in the webinar. Six (8%) respondents reported no difference before and after the class (Figure 3).

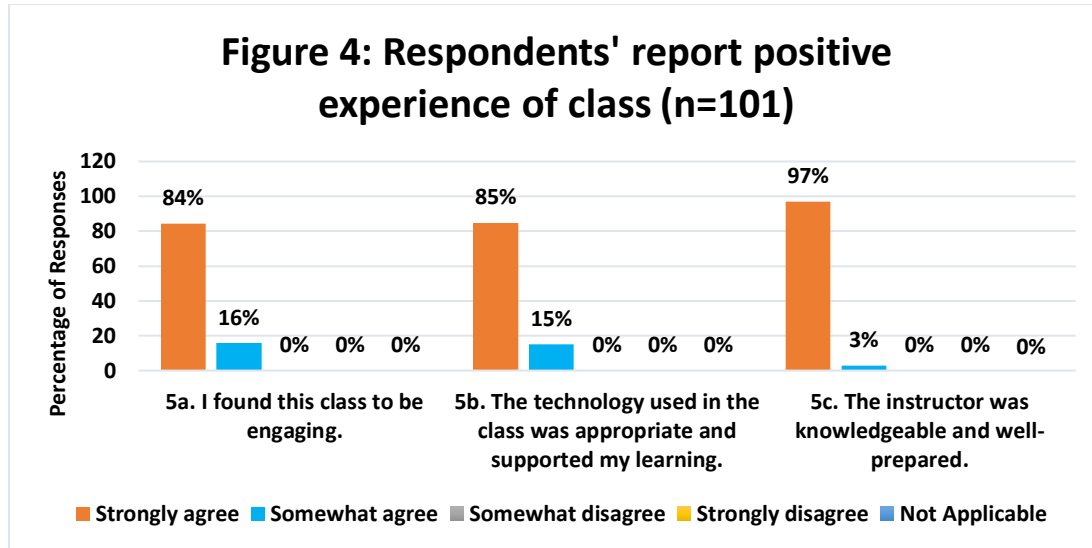


Q5. To what extent do you agree or disagree with the following statements (n=101)?

The respondents were asked to rate their overall experience with the class (Figure 4). Two respondents did not answer question 5b. One hundred percent of the respondents strongly or somewhat agreed that:

- Q.5a. They found this class to be engaging (n=101, 100%).

- Q.5b. The technology used in the class was appropriate and supported their learning (n=99, 100%).
- Q. 5c. The instructor was knowledgeable and well-prepared (n=101, 100%)



Q5c.i. Please comment on your assessment of the instructor in the previous question (n=50).

A total of 50 (50%) respondents provided comments that were grouped by theme:

- Overall positive experience (n=22, 44%)
- Knowledge of instructor (n=20, 40%)
- Engagement (n=7, 14%)
- Other (n=3, 6%). All the comments were positive except some of the comments in the 'other' category.

Two respondents had comments in more than one area. Examples of comments by each theme include:

- 1) Overall positive experience (n=22, 44%)
 - *"The instructor was excellent. I really enjoyed their activities and conversation."*
- 2) Knowledge and preparation of the presenter (n=20, 40%)
 - *"Her thorough knowledge of subject comes through and she uses personal experiences which are always interesting and help make the various points real."*
- 3) Engagement (n=7, 14%)
 - *"I think they were amazing and very engaging, while keeping things in reality and bringing forth what is happening and what can be said."*
- 4) Other (n=3, 6%)

- *“The instructors have a limited view of microaggressions and use standard examples based on these limited examples.”*

Q6. What part of this class was MOST helpful (n=60)?

Sixty respondents (n=60, 59%) provided comments. One “none” was removed from analysis. The respondents reported the most helpful part of the class to be:

- The main activity/exercise (n=25, 42%)
- The chat and discussions (n=12, 20%)
- Definitions and terms (n=7, 12%)
- Everything (n=6, 10%)
- Self-reflection/Examination (n=5, 8%)
- Platinum rule (n=4, 7%)
- The instructor (n=2, 3%)

Q7. How could this class be improved (n=44)?

A total of 44 respondents (n=44, 44%) provided comments after excluding two N/A responses, one and one question mark.

- Having no suggestions or thoughts (n=9, 20%)
- Improving way to incorporate participant feedback (n=8, 18%)
- General satisfaction (n=6, 14%)
- Definitions (n=5, 11%)
- Adding time (n=4, 9%)
- Slowing down (n=4, 9%)

Nine respondents provided other comments (n=9, 20%) and examples include:

- *“I found myself distracted by the combination of listening to the speaker, reading what was on the slides (which was different but related to what was being said - granted, like it should be), and reading what was going on in the chat. I think that that issue lays within my learning style, however, and any changes that need to be made in future are things I can do (like hiding the chat until the end :)). I think if I had attended this same class in person, I would give it 110%”*
- *“Queer BIPOC presenter. So much of this applies to whiteness.”*

Q8. Are you likely to recommend this class to a colleague (n=97)?

The respondents were asked to rate how likely they are to recommend this class to a colleague. Eighty-eight percent of the respondents (n=85, 88%) stated that they would recommend it to a colleague and about 12 percent (n=12, 12%) stated that ‘maybe’ they would recommend it to a colleague.

Q9. Please share any other comments you have about this class (n=31).

A total of 31 respondents (n=31, 31%) provided comments after excluding one N/A response. Seventeen respondents gave overall positive feedback (n=17, 55%). Twelve respondents reported appreciation for the class (n=12, 39%). Two respondents reported the following comments that fell into the 'other' category (n=2, 6%):

- *"It would be interesting to have a specific slide related to the health aspects of LGBTQIA."*
- *"I'm torn about the chat--people were saying interesting things, but it also distracted from the speaker..."*

Q10. Do you want to receive Medical Library Association Continuing Education credit for this class (n=99)?

Eighty-seven percent (n=86, 87%) of the respondents wanted to receive Medical Library Association Continuing Education credit.

*For a complete list of comments from the second DEI class, please refer to the supplemental document, [Appendix 1: Comments from the Seventh DEI Webinar](#). *For a copy of the survey, please refer to Appendix 2: [Seventh DEI Webinar Survey Questionnaire](#).

ⁱ Survey data were collected and managed using REDCap electronic data capture tools hosted at the Institute of Translational Health Sciences (ITHS) with grant support (UL1 RR025014 from NCRR/NIH). REDCap (Research Electronic Data Capture) is a secure, web-based application designed to support data capture for research studies, providing: 1) an intuitive interface for validated data entry; 2) audit trails for tracking data manipulation and export procedures; 3) automated export procedures for seamless data downloads to common statistical packages; and 4) procedures for importing data from external sources.

ⁱⁱ Sample size varies by question. The percentage of the responses for each question is valid percent only excluding missing values and was based on the total number of respondents who answered each question.